

## Appendix O

### Intern Professional Development Plan CSUN/LEA Shared Responsibilities

Teaching Internship Programs are designed to help districts meet shortages of qualified teachers and to attract persons into teaching who would not normally enroll in a traditional preparation program. Internships provide an alternative route to certification that allows candidates to obtain credentials while teaching in classrooms. California State University, Northridge (CSUN) has a cooperative agreement with this LEA to provide preservice, support, and supervision to interns participating in the CSUN Special Education Intern Program. Summarized below are the responsibilities of CSUN and the LEA.

#### CSUN Education Specialist Preliminary Credential Program

CSUN Special Education Interns are required to complete a 2-year Education Specialist Credential Program that includes the following.

- Coursework – Interns are required to meet the pre-service component requirement and a 2-year program of study (42-52 units) as shown below. A minimum of two courses must be completed each semester and interns must maintain an overall GPA of 3.0 with a grade of C or better in all courses.
- Intern Seminar – The seminar is held every other week and is designed to provide support and guidance to interns who are learning to teach while on-the-job.
- Supervision – Through a practicum taken each semester, the University Supervisor observes and conferences with the intern twice a semester for a minimum of eight times during the 2-year program. CSUN interns are evaluated at the end of each semester by the University Supervisor.

Course Requirements: Intern Education Specialist Program

#### Deaf/Hard of Hearing (52 units)

45 hours of instruction specific to English learners and 120 hours of preservice foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject or specialty specific pedagogy, human development, and special populations.

#### **Preservice coursework (15 units)**

- SPED 400 Developmental Differences (3)
- SPED 402 Behavioral Assessment (3)
- SPED 406 K-12 Literacy Instruction (3)
- SPED 416 Educating Diverse Learners (3)
- SPED 420 Improving the Learning of Students (3)

	Year 1	Year 2
<b>Semester 1</b>	<ul style="list-style-type: none"><li>• SPED 504D Foundations Deaf (3)</li><li>• SPED 560 Dev/Assess of Lang (3)</li><li>• SPED 506DHA Field Exp/Sem(3)</li></ul>	<ul style="list-style-type: none"><li>• EED 565M Math Methods (3) or SED 525 Methods SS (3)</li><li>• SPED 563 Aud/English Dev (4)</li><li>• SPED 506DHC Field Exp./Seminar (3)</li></ul>
<b>Semester 2</b>	<ul style="list-style-type: none"><li>• SPED 561D Teach Rdg DHH (3)</li></ul>	<ul style="list-style-type: none"><li>• SPED 566D Curriculum/Instruc DHH (3)</li></ul>

	<ul style="list-style-type: none"> <li>• SPED 565 Teach Writ Eng DHH(3)</li> <li>• SPED 506DHB Field Exp/Sem(3)</li> </ul>	<ul style="list-style-type: none"> <li>• SPED 567D DHH Spec Needs (3)</li> <li>• SPED 506DHD Field Exp/Sem (3)</li> </ul>
--	--	---

#### **Early Childhood Special Education (42 units)**

**Pre or Co-requisites for the ECSE credential program** Bachelor's Degree in Child Development or 12 units in approved Child Development and Early Childhood curriculum coursework (6 units must be completed before SPED 506ECC and all 12 units by completion of all coursework and supervised fieldwork).

45 hours of instruction specific to English learners and 120 hours of preservice foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject or specialty specific pedagogy, human development, and special populations.

	<b>Year 1</b>	<b>Year 2</b>
<b>Semester 1</b>	<ul style="list-style-type: none"> <li>• SPED 431 Atypical Dev (3)</li> <li>• SPED 402 Behavior Supports (3)</li> <li>• SPED 506ECA Field Exp/Sem (3)</li> <li>• SPED 404 Social-Com/Autism (3)</li> </ul>	<ul style="list-style-type: none"> <li>• SPED 500 Com/Early Lit Dev Young Children with Dis (3)</li> <li>• SPED 535 Collab Families (3)</li> <li>• SPED 536 Motor/Adap Skills (3)</li> </ul>
<b>Semester 2</b>	<ul style="list-style-type: none"> <li>• SPED 532 ECSE Curr/Instr (3)</li> <li>• SPED 537 Multiple Disabilities: Sensory Impairments (3)</li> <li>• SPED 506ECB Field Exp/Sem (3)</li> <li>• SPED 520EC Assessment and Evaluation in ECSE (3)</li> </ul>	<ul style="list-style-type: none"> <li>• SPED 538 Early Intervention Practices (3)</li> <li>• SPED 506ECC Field Exp/Sem(3)</li> <li>• SPED 578 Fieldwork in ECSE: Infant/Toddler (3) <i>or</i> SPED 580ECI Advanced Specialist Fieldwk in ECSE (3)</li> </ul>

#### **Mild/Moderate Disabilities (42 units)**

**Preservice Component:** 45 hours of instruction specific to English learners and 120 hours of preservice foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject or specialty specific pedagogy, human development, and special populations.

	<b>Year 1</b>	<b>Year 2</b>
<b>Semester 1</b>	<ul style="list-style-type: none"> <li>• SPED 400 Developmental Diff (3)</li> <li>• SPED 406 K-12 Liter Instruc (3)</li> <li>• SPED 506MMA Field Exp/Sem (3)</li> </ul>	<ul style="list-style-type: none"> <li>• SPED 402 Positive Supports (3)</li> <li>• SPED 502MM Reading/LA (3)</li> <li>• SPED 506MMC Field Exp/Sem (3)</li> <li>• EED565MMath Methods (3) <i>or</i> SED 525 Methods SS (3)</li> </ul>
<b>Semester 2</b>	<ul style="list-style-type: none"> <li>• SPED 416 Div Learners Families(3)</li> <li>• SPED501MM SPED Asses (3)</li> <li>• SPED 506MMB Field Exp/Sem (3)</li> <li>• SPED 404 Social-Com/Autism (3)</li> </ul>	<ul style="list-style-type: none"> <li>• SPED 420 Diff Instr/Collab(3)</li> <li>• SPED 503 Curr &amp; Instruc MM (3)</li> <li>• SPED 506MMD Field Exp/Sem (3)</li> </ul>

**Moderate/Severe Disabilities (42 units)**

**Preservice Component:** 45 hours of instruction specific to English learners and 120 hours of preservice foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject or specialty specific pedagogy, human development, and special populations.

	<b>Year 1</b>	<b>Year 2</b>
<b>Semester 1</b>	<ul style="list-style-type: none"><li>• SPED 400 Developmental Diff (3)</li><li>• SPED 504 MS Teaching Diverse Learners (3)</li><li>• SPED 402 Beh Assessment (3)</li><li>• SPED 506MSA: Field Exp/Sem (3)</li></ul>	<ul style="list-style-type: none"><li>• SPED 640: Physical Disabilities (3)</li><li>• SPED 416 Educ Diverse Learners (3)</li><li>• SPED 506MSC: Field Exp/Sem (3)</li></ul>
<b>Semester 2</b>	<ul style="list-style-type: none"><li>• SPED 406 K-12 Lit Instruc (3)</li><li>• SPED 505MS: Curr &amp; Instruc (3)</li><li>• EED 565M Math Methods (3)</li><li>• SPED 506MSB: Field Exp/Sem (3)</li></ul>	<ul style="list-style-type: none"><li>• SPED 420 Diff Instruction/Collab(3)</li><li>• SPED 581 Alt and Aug Com (3)</li><li>• SPED 506MSD: Field Exp/Sem (3)</li></ul>

**LEA Support Provider**

Interns are assigned a Support Provider by the LEA who agrees to mentor the intern for a **minimum of 20 hours** each semester. Additional instruction during the first semester of service is provided for interns teaching in kindergarten or grades 1 to 6 inclusive, is provided in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities. Instruction, during the first year of service is provided for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

Qualifications and responsibilities are outlined below.

**Qualifications of the Support Provider**

- Valid corresponding Clear or Life Credential and EL Authorization (if responsible for providing specified EL support)
- Education Specialist credential or its equivalent
- Minimum of three years of classroom teaching experience

**Required Responsibilities of the Support Provider (Minimum of 20 hours of contact)**

- Three observations with written feedback
- Phone and email contact with the University Supervisor

**Examples of Support and Supervision Activities**

- Classroom observations and coaching
- Demonstration lesson(s) and co-teaching activities
- Contacts through meetings, email, phone (voice, text), and/or video conferencing related to observation, problem-solving, planning, curriculum and/or instruction

- Attendance with intern at professional meetings (professional development, IEP meetings, faculty meetings)
- Planning/assessment activities
- Analysis of student work with intern
- Assistance in IEPs and addressing needs of English learners